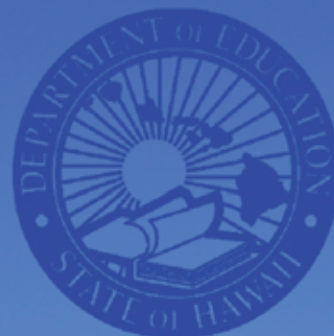




State of Hawaii Department of Education
2005
Superintendent's 16th Annual Report





The Honorable Linda Lingle
Governor, State of Hawaii

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Aloha Public Education Stakeholders:

I am pleased to present the ***State of Hawaii Department of Education, 2005 Superintendent's 16th Annual Report***. The Report provides an overview of the breadth, scope, priorities, challenges, and successes in the 2004-2005 school year.

I acknowledge and thank the Board of Education members for their wisdom, guidance, and support. I sincerely appreciate the tireless efforts and dedication of the Department of Education's teachers, administrators, professionals, and other devoted support staff as we strive to provide our students with a well-rounded, high quality education. I am especially grateful to our students and their families for their hard work and perseverance as the Department of Education systematically implements standards-based instruction.

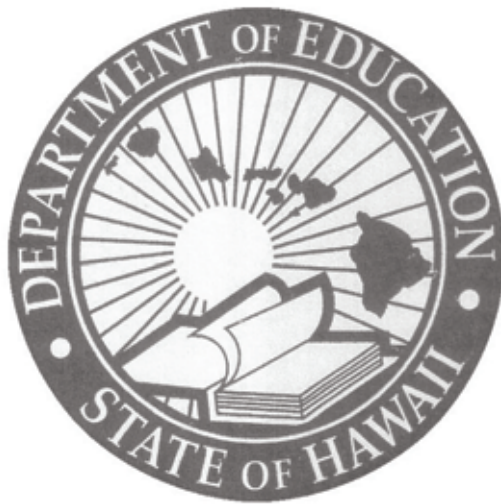
The Department of Education looks forward to future challenges and is empowered by the commitments from the Governor, legislators, public and private stakeholders, and the community to make public education a top priority. Together, we will provide the children of Hawaii with an enriched learning environment, a positive educational experience, and an opportunity to realize their goals and fulfill their aspirations.

Thank you for your interest and commitment to support Hawaii's public schools.

Very truly yours,

A handwritten signature in cursive script that reads "Patricia Hamamoto".

Patricia Hamamoto
Superintendent of Education



State of Hawaii, Department of Education
Office of the Superintendent
Planning and Evaluation Office
Publication Date: March 2006



TABLE OF CONTENTS

At-A-Glance

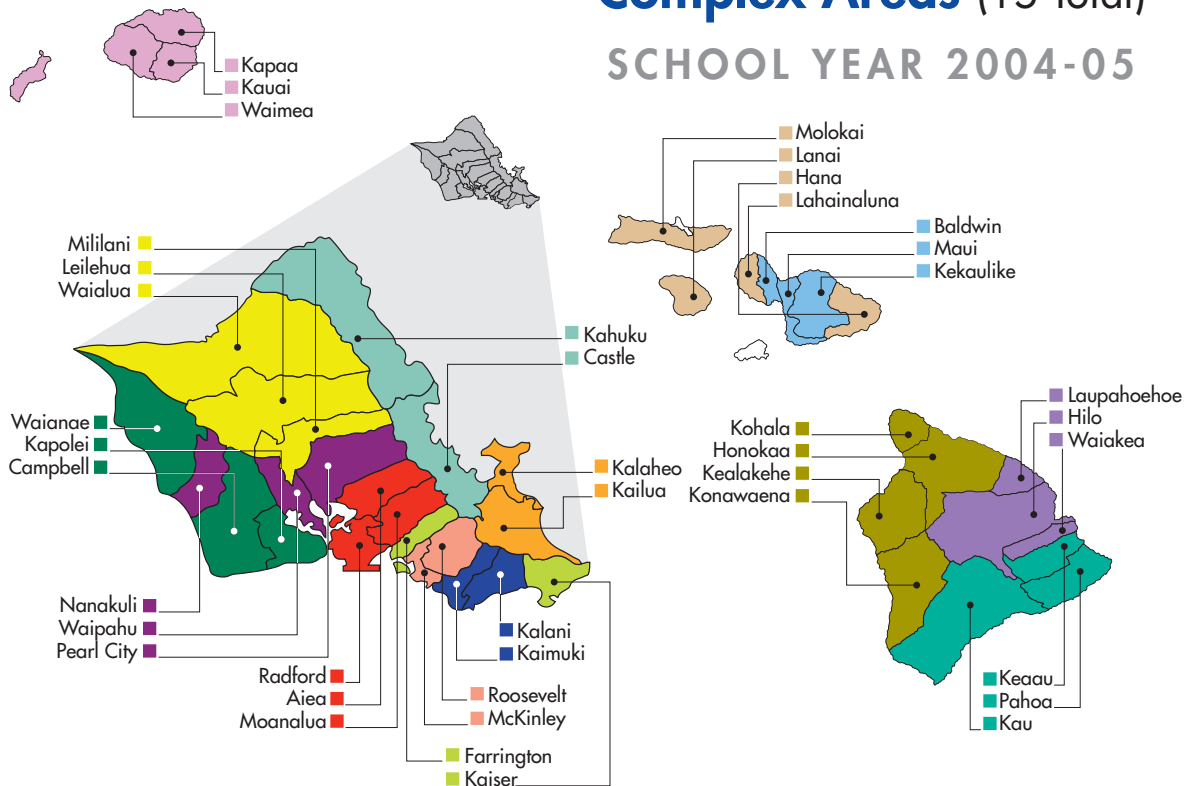
| | |
|--|----|
| Hawaii Public Education Complex Areas | 1 |
| Students and Schools..... | 2 |
| Resource Support..... | 3 |
| Progress and Outcomes | 3 |
| A Conversation with Patricia Hamamoto | 7 |
| A Conversation with Gerald Teramae and Arlyne Yonemoto | 9 |
| Our Commitment to Education | 12 |

Profiles and Trends

| | |
|---|------|
| State Summary | |
| Background..... | 14 |
| Resource Support..... | 15 |
| Progress and Outcomes | 16 |
| Complexes Summary | |
| Students..... | 18 |
| Teachers | 19 |
| Assessments..... | 20 |
| Hawaii State Board of Education..... | 25 |
| Appendices | A-1 |
| Appendix A. Glossary | A-2 |
| Appendix B. References and Resources..... | A-7 |
| Appendix C. Data Tables - Online Access | A-11 |

Hawaii Public Education Complex Areas (15 Total)

SCHOOL YEAR 2004-05



Complex Area Names and Number of Schools in Each Area ()

| | | | |
|-----------------------------|------|-----------------------------------|------|
| Farrington/Kaiser | (17) | Hilo/Laupahoehoe/Waiakea | (14) |
| Kaimuki/Kalani | (22) | Kau/Keaau/Pahoa | (9) |
| McKinley/Roosevelt | (18) | Honokaa/Kealahou/Kohala/Konawaena | (19) |
| Aiea/Moanalua/Radford | (22) | Baldwin/Kekaulike/Maui | (18) |
| Leilehua/Mililani/Waialua | (20) | Hana/Lahainaluna/Lanai/Molokai | (12) |
| Campbell/Kapolei/Waianae | (21) | Kapaa/Kauai/Waimea | (16) |
| Nanakuli/Pearl City/Waipahu | (20) | | |
| Castle/Kahuku | (16) | | |
| Kailua/Kalaheo | (14) | | |

Complex Areas are administrative units made up of two or more **Complexes**. Each **Complex** consists of a comprehensive high school and the middle/intermediate and elementary schools within its attendance boundaries.

Students and Schools

Enrollment Trends

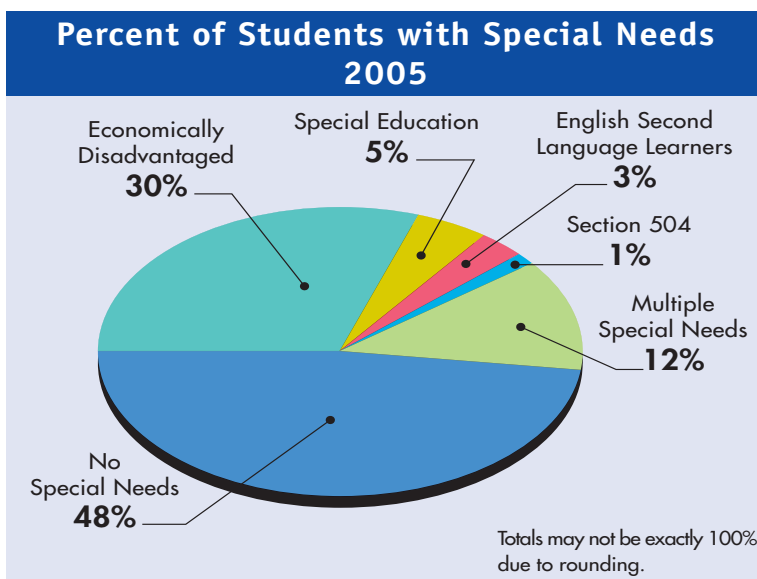
Since the public schools enrollment peaked in 1997-98 at 189,281, the total number of students has steadily declined. This trend parallels an overall drop in the State's population demographics for school-age children. Enrollment in private schools has been slowly rising over the last five years reaching 16.5% of the State's students, but still under the 17% high recorded in the late 1980s.

| Official Fall Enrollment Grades K to 12, Public and Private Schools | | | |
|--|------------------|------------------|------------------|
| SY | 2002-03 | 2003-04 | 2004-05 |
| Public Schools | 182,798 84.0% | 182,434 83.9% | 181,897 83.5% |
| Private Schools | 34,815 16.0% | 34,998 16.1% | 35,981 16.5% |
| Total | 217,613 | 217,432 | 217,878 |

Sources: Hawaii State Department of Education, Fall enrollment count;
Hawaii Association of Independent Schools.

Special Needs

Student populations with special needs have grown rapidly over the last decade. For a number of years now, these students have constituted a majority of those enrolled in Hawaii public schools. They do so again in 2005 with 52% having special needs. The challenge and cost of educating special needs students have become state and national issues, especially since "closing the achievement gap" among students has become a federal accountability goal.



Source: Hawaii State Department of Education.
Composite of selected annual enrollment rosters, unduplicated count.

Educators

The percentage of fully licensed teachers has remained relatively stable during recent years while the percentage of teachers with advanced degrees has increased slightly during the same period. As significant numbers of experienced teachers reach retirement age, the continuing teachers adjust to fill the vacant positions causing population shifts at the schools.

| Educators Teacher Characteristics | | | |
|--------------------------------------|------|------|------|
| | 2003 | 2004 | 2005 |
| Fully Licensed | 87% | 84% | 85% |
| Advanced Degree | 24% | 26% | 27% |
| 5+ Yrs at the Same School* | 56% | 53% | 52% |

*Charter school data unavailable.

Source: Hawaii State Department of Education, Office of Human Resources.
Based on head counts.

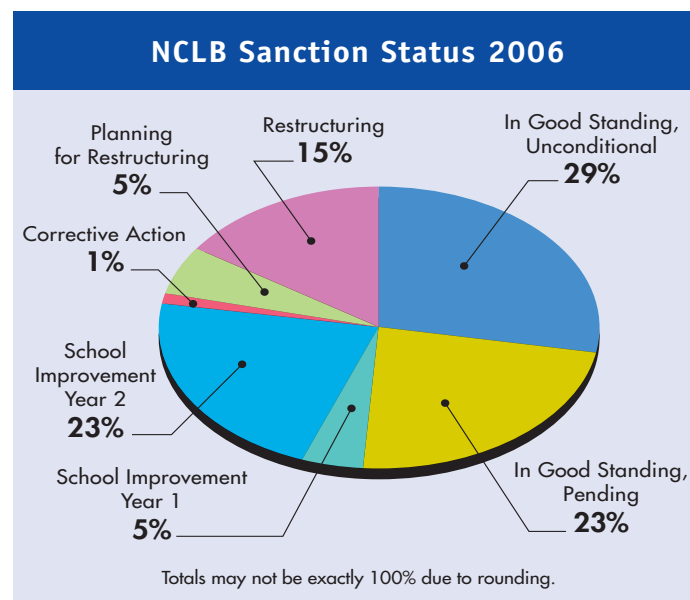
| Funding by Source and Year (in millions) | | | |
|---|----------|----------|----------|
| | 2003 | 2004 | 2005 |
| Appropriated Funds | | | |
| STATE | | | |
| General | \$ 1,441 | \$ 1,443 | \$ 1,547 |
| Special | 46 | 57 | 56 |
| Trust | 8 | 12 | 13 |
| FEDERAL | 320 | 365 | 361 |

Source: Hawaii State Department of Education, Annual Financial Reports.

| Safety and Well-Being of Students | | | |
|---|------|------|------|
| | 2003 | 2004 | 2005 |
| Students Not Suspended | 96% | 94% | 95% |
| Persistently Dangerous Schools | 0% | 0% | 0% |
| Perceptions of safety & well-being | | | |
| Students* | 51% | -- | 65% |
| Teachers* | 78% | -- | 81% |

*Percent reporting positively on School Quality Survey

Source: Hawaii State Department of Education, Planning & Evaluation Office.



Source: Hawaii State Department of Education, Evaluation Section.

Resource Support

Funding Support

Hawaii's public education system, unlike the other 49 states, receives its funding predominantly from State and federal sources. This uniqueness makes Hawaii the only state not dependent on local property taxes as a major source of revenue, permitting the most equitable school finance system in the nation.

Progress and Outcomes

Safety and Well-Being

The safety and well-being of our students is a foremost concern. Creating and maintaining safe and healthy educational environments allows the school community to concentrate on promoting student academic achievement. Collecting student and teacher perceptions about campus safety via the biennial School Quality Survey gives us information on how well we are doing in this regard. There has been a notable increase in positive responses, especially as reported by students, from 2003 to 2005.

No Child Left Behind (NCLB)

The percentage of schools meeting Adequate Yearly Progress (AYP) decreased from 53% in 2004 to 34% in 2005 reflecting higher Annual Measurable Objectives (AMO) requirements for schools to meet AYP in 2005. However, the number of schools in sanctions decreased from 138 to 136 during the same period.

| No Child Left Behind 2003, 2004 & 2005 | | | |
|---|------|------|------|
| Adequate Yearly Progress | 2003 | 2004 | 2005 |
| Percent schools met AYP | 39% | 53% | 34% |
| Sanctions | 2004 | 2005 | 2006 |
| Percent In Good Standing | 70% | 51% | 52% |
| Number Exiting Sanctions | -- | 20 | 9 |

Source: Hawaii State Department of Education, Evaluation Section.

Hawaii State Assessment

The standards-based assessment measures how well students meet the Department's content and performance standards. It contains multiple choice items as well as a number of items in which students must explain their responses. The norm-reference test shows how students compare to a national norm group. It contains only multiple choice items.

Since 2002, students statewide improved their standards-based scores in both reading and mathematics. The State's national norm-reference scores have also improved, though not as markedly, with students performing slightly above the national average in mathematics and slightly below in reading. Worth noting is the difference in performance between the standards-based and the norm-reference mathematics tests. This difference is likely due to more demanding language requirements on the standards-based mathematics items, making it a more challenging test.

| Hawaii State Assessment Grades 3, 5, 8, and 10 | | | |
|--|--|-------|-------|
| | 2003 | 2004 | 2005 |
| STANDARDS-BASED (Hawaii Content & Performance Standards) | | | |
| | Percent Proficient and Exceeds Proficiency | | |
| Reading | 40.8% | 44.9% | 47.0% |
| Mathematics | 19.8% | 22.7% | 23.6% |
| NORM REFERENCED (Stanford Achievement Test) | | | |
| | Percent Average and Above Average | | |
| Reading | 74.8% | 74.1% | 75.0% |
| Mathematics | 77.1% | 77.5% | 78.3% |

Source: Hawaii State Department of Education, Test Development Section.

Graduation and Dropouts

Each year a cohort of first time 9th graders are tracked to their 4th (senior) year in the public school system. Over the last 3 years, about 80% of each cohort has graduated on-time. Between 14% and 15% of the students dropped out of school during the 4-year period. The remainder are either continuing or have completed school with a special education certificate of program completion.

| Four-Year Graduation & Dropout Rates | | | |
|--------------------------------------|---------|---------|---------|
| | 2002-03 | 2003-04 | 2004-05 |
| Graduation | 79.8% | 79.8% | 79.5% |
| Dropouts | 14.3% | 15.1% | 14.9% |

Source: Hawaii State Department of Education, Office of Information Technology Services.

Senior Exit Plans Survey

| | 2003 | 2004 | 2005 |
|------------------------------------|------|------|------|
| School Only | 40% | 10% | 5% |
| Work Only | 9% | 10% | 8% |
| School and Work | 39% | 68% | 77% |
| School, Work & Military | 2% | 6% | 7% |

Note. Top four most frequent responses.

Source: Hawaii State Department of Education, Evaluation Section.

Senior Exit Plans

In 2005, over three-quarters of our high school seniors reported they planned to pursue both post-secondary education and work, a substantial increase from the year before. The percentage who plan to work only has remained steady over the past four years. However, the percentage of seniors intending to only pursue post-secondary education continues to decline dramatically, a 35 percentage point drop from 2003. For the first time, it has dropped below that of seniors planning to attend school, work, and join the military.

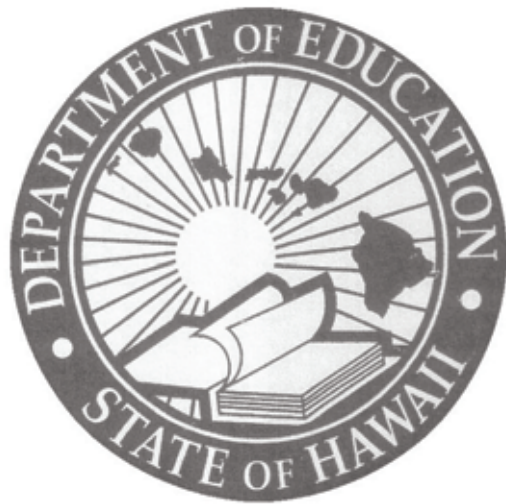
Post Secondary Entering University of Hawaii System

| | Public School June Graduates | Entering Fall Semester | |
|------------------------|------------------------------|------------------------|-------|
| | 1993 | 2003 | 2004 |
| UH "Going Rate" | 39.0% | 33.6% | 32.7% |

Source: University of Hawaii, Institutional Research Office.
High School Background of First-time Students.

University of Hawaii "Going Rate"

The proportion of Hawaii public school graduates who immediately attend campuses within the University of Hawaii System declined by more than six percentage points over the last decade.





A Conversation with Patricia Hamamoto



As Superintendent of Education, what do you feel have been the major accomplishments of the Department of Education over the past year?

I am very proud of the accomplishments we have been able to achieve in a relatively short period of time. When I reflect upon what we have done, I see a group of individuals who are dedicated to their work, committed to improvement, and open to innovation. The willingness of our teachers, principals, and students to be creative and not lose sight of what needs to be done is truly inspiring. I am also vividly aware of what still lies ahead and is needed to meet our goals.

This past year, the Committee on Weights worked diligently to establish a weighted student formula which the Board of Education adopted. Much deliberation and work went into developing the formula and explaining it to the schools and to the community. We have to move beyond the current discussion of "gains" and "losses" for the schools and actively discuss how schools can do things differently with their existing budgets.

The weighted student formula is only one of many transformations that are occurring. Another transformation is reflected in the development of school academic and financial plans.

You have talked about Act 51, Session Laws of Hawaii 2004, several times. What is the status of the implementation of that Act and do you think that the Department has done enough to address it?

While there have been a number of major accomplishments, there is still much work to be done to implement some of the provisions of the Act. Reform does not come from the simple signature on a piece of paper or the passage of Legislation. It requires careful planning, reflection, hard work, and continuous re-evaluation of one's efforts.

Perhaps the term "paradigm change" or "paradigm shift" is an over-used one. Certainly, educators are guilty of using it much too frequently. However, the Act did prompt the Department and its community of stakeholders to think in new ways. Despite some resistance from various sectors of the community, it would not be responsible for us to turn back.

One important message of the Act was the need for change. A critical change is allocating resources to schools based on student needs rather than allocating those resources based on tradition. This is indeed a fundamental shift in thinking and it is not an easy shift to make.



***Patricia Hamamoto
Superintendent of Education***



A Conversation with Patricia Hamamoto



The Department of Education and our public schools face a number of major challenges, as do other school systems across the country. What are some of those challenges, and which ones might be unique to Hawaii?

The assessment and accountability requirements of the *No Child Left Behind Act* (NCLB) are as challenging and controversial for our school system as they are for any other jurisdiction in the United States. That being said, we still support and embrace the intent of the law because it helps to focus our energies and minds on meeting the needs of every child in our schools. I believe that the accountability provisions need to be more flexible and we hope that the United States Department of Education will listen to the concerns of the states.

Likewise, there are many initiatives mandated by Act 51. The question again is one of resources and focus. When we try to do too much at any one time, there is the danger of not doing anything well, and there is the danger of overwhelming our staff. The challenge is to give them a selective and valuable list of things to accomplish and leave them alone to achieve them. The Department is addressing the following challenges:

- Finding qualified teachers for certain subjects and for certain schools is an on-going dilemma.
- Retaining teachers and principals in the same schools over time since it is closely related to school improvement.
- Attending to the needs of and responding effectively to an increasing number of students who move to Hawaii from other countries and who speak little or no English continues to be an issue as well.
- Strengthening community partnerships to ensure that a broad array of stakeholders is involved in education.

What is your vision and direction for the Department and the schools over the next few years?

Our priorities are established and serves as our guiding principles. We continue to focus on improving student performance, ensuring that they spend their days in safe and secure learning environments, and helping them to become effective citizens. These are the three most important things that we attend to, regardless of the other distractions from internal and external sources.

As I indicated earlier, changing the culture of education is a fundamental challenge but it is not something that we can shy away from. This means that as employees we need to change the way we view our jobs. We see students as our primary customers and it means improving ourselves every day of the week.



*Superintendent Patricia Hamamoto
and
Deputy Superintendent Clayton Fujie*



A Conversation with Gerald Teramae and Arlyne Yonemoto



Gerald Teramae
Principal of William Paul Jarrett Middle School

Two remarkable principals shared their insights regarding some of the educational, emotional, and personal accomplishments and challenges they faced over the past year.

The Department of Education is proud to introduce you to **Gerald Teramae, Principal of William Paul Jarrett Middle School** and **Arlyne Yonemoto, Principal of Maunawili Elementary School**.

William Paul Jarrett Middle School serves students and their families in the Kaimuki complex. Maunawili Elementary School is located in a beautiful pastoral setting at the foot of Mount Olomana in Kailua.

The following excerpts are from the conversation with Gerald Teramae (**GT**) and Arlyne Yonemoto (**AY**).

What were some of the major accomplishments in your school in the past school year?

GT: At Jarrett Middle School, we focused our efforts in three areas: student achievement, professional development, and creating a caring learning community. In the area of student achievement, we are working in partnership with Edison Alliance



Arlyne Yonemoto
Principal of Maunawili Elementary School

and have implemented several components that we feel have attributed to positive accomplishments this year. First, we have been able to target specific students' academic needs and we have structured and individualized instruction to meet these needs through support classes and after-school tutoring. Second, we are very proud of our teachers because nearly one hundred percent of them have implemented standards-based instructional practices in their classes.

One of the key factors in sustained student success and achievement at Jarrett Middle School is providing teachers with opportunities to improve on their craft. The teachers are the individuals who work directly with the students, and have the greatest impact on their learning. They are the ones who build personal relationships with the students and who will develop and implement the curriculum for the students. The teachers collect and analyze the data that directly impact who they teach and what students learn. We also wanted to ensure that students had a safe place to go once the formal school day ends as well as provide them with additional learning opportunities.



A Conversation with Gerald Teramae and Arlyne Yonemoto



To accomplish this, we partnered with the Department of Human Services to design an after-school program for the middle school student population, called the UPLINKS Program. This Program helps build self-esteem, confidence, and character. It also provides specific content area tutoring in all academic subject areas and offers fun activity modules such as computers, hip hop dance, cooking, and music. The UPLINKS Program, or our “Kulia i ka nu’u” Academy as we have named it, is free and open to all of our students.

AY: Similarly, Maunawili is proud to have operationalized an aligned system of standards-based curriculum, instruction, assessment, and reporting. I know that this sounds simple; however, it took a lot of time and hard work on the part of the entire school to accomplish. We continue to work on our understanding of the standards and the accompanying benchmarks, as well as using balanced assessments. As such, we provide multiple opportunities for students to demonstrate mastery of the standards. All of our students have portfolios that show evidence of their work. We have school-wide curriculum mapping so that everything is aligned to the Hawaii Content and Performance Standards III.

What are some of the challenges that you and your teachers are currently facing in the school?

GT: There are three major challenges that we are currently facing. The first challenge is making Adequate Yearly Progress this spring and being removed from restructuring status as it relates to NCLB mandates. Secondly, we need to build parental involvement at the middle school. Our parents have a very important role to play in the future education of our children.

They need to realize that their involvement in their children’s education today in the middle school will impact how successful their children will become in the future. The third challenge is to change the public’s perception of Jarrett Middle School. There are so many positive things going on at our school. For example, we achieved Adequate Yearly Progress last spring on the Hawaii State Assessment. We are also blessed with excellent teachers who are very dedicated and committed to meeting individual students’ needs and addressing positive and sustained student achievement.

AY: At Maunawili, our biggest challenge is to address the unique needs of all students.

After the students have been taught the lesson and assessed, if a handful of students still have not met the standards, how do we re-teach them and how many times do we re-teach them before moving on to the next lesson? My teachers are deeply concerned about ensuring that every student learns. At the same time, the teachers want to provide a rich and challenging environment for those students who have met the standards. Therefore, we must provide appropriate support services for students who need assistance in meeting the standards, as well as for those students who are excelling in the content area. Teacher morale is also important at Maunawili. The teachers are constantly faced with a shortage of time to dialogue within and across grade levels, as well as plan their curriculum and conduct assessments.

The teachers are all professionals and not only have extremely high expectations of the students, but also of themselves. I know that they are continuously trying to create ways of making the targets clearer to students and they spend a lot of their personal time discussing this issue.



A Conversation with Gerald Teramae and Arlyne Yonemoto



How do you view the implementation of the weighted student formula?

GT: I understand that the Board of Education and the Committee on Weights have made concessions for all schools. We appreciate that only a percentage of our budget allocation will be reduced for the 2006-07 school year. In that sense, we know that the Board of Education and the Committee on Weights are sensitive to the needs of all schools. We have confidence that the Committee on Weights will revise the weighted student formula to truly meet the needs of all students and schools.

At Jarrett Middle School, we are very proud of the accomplishments we have attained in recent years. We ask the Board of Education and the Committee on Weights to review and support our current practices and policies that have been found to be so successful in addressing sustained student achievement that they should be considered for implementation at all levels of our educational system.

AY: Maunawili is also a small school and as such, it is easier for us to reach each and every child. The implementation of the weighted student formula is supposed to address the individual needs of students. We understand this. However, I am faced with trying to provide for all the needs of our students, not only special needs, but the gifted and talented as well. How do I do this with less money? We have wonderful student support programs. Counselors and staff provide enrichment, guidance, and lessons on bullying, multi-media, library services, student council, and technology. How do I maintain these programs with less funds?

What issues are you facing with regard to the establishment of your School Community Council?

GT: The biggest challenge is to quickly educate non-Department of Education council members about school-related issues. We appreciate the commitment of all our council members. The time and effort that these members invest to understand and be involved in educational policies and decisions are very commendable and appreciated by all our council role groups. They have a sincere desire to make Jarrett Middle School a better school for all of the students, teachers, and the community.

AY: We have had some difficulty in getting members to fill the parent and community role group positions.

It is time consuming to get the council up to speed on the culture of the school, how decisions are made, and of course dealing with the complexities of the Academic and Financial Plan.

What is your vision for your school?

GT: The vision for Jarrett Middle School is "Kulia i ka nu'u", which means "strive to reach the highest." My personal vision is to reach the highest in all that we do for our school. Our main efforts focus on maintaining our ability to address all student needs and to sustain an optimum level of student achievement.

AY: I envision a safe and supportive learning environment for students, teachers, parents, staff, and community. Within this safe and supportive learning environment, everyone works as a team towards student achievement and what is best for children.



Our Commitment to Education

Our Strategic Goals 2005-2008

Improve student achievement through standards-based education

Standards-based education is the careful planning, delivery, and monitoring of academic programs. These programs have clearly defined content and performance standards that provide the basis for instruction and assessment. Standards identify what is important for students to learn and be able to do. The focus of standards-based education is on what the students learn rather than on the instruction provided by the teacher.

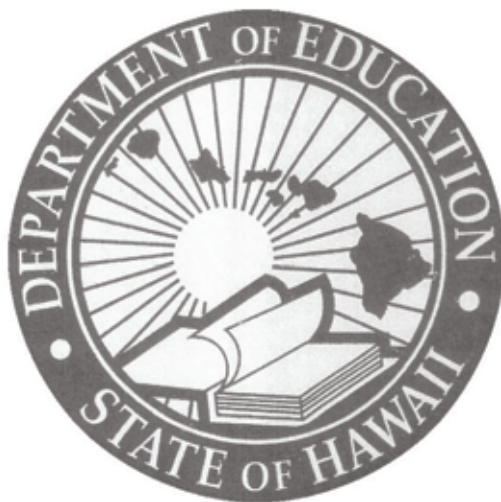
Sustain comprehensive support for all students

Comprehensive support for all students requires the Department to develop programs and activities that address students' academic and personal needs so that they can succeed in school. These programs help to foster their sense of belonging; mentor them through close adult contact; and create partnerships between parents, families, and the schools.

Successful schools create an environment that helps students develop a sense of commitment to the school community. Teachers who foster a sense of school membership attend to students' social and personal development as well as their intellectual growth.

Continuously improve our performance and quality

Continuously improving performance and quality has three pieces. The first is our ongoing effort to improve student performance by ensuring that instruction in our schools is rigorous and relevant. The second is improving the quality of our schools by ensuring that we hire qualified teachers and administrators and help them to be effective leaders. The third is improving the quality of our educational system by developing clear communication with all stakeholder groups so that they know what we do and why we do it.



State Summary

Background

| SCHOOLS | 2003 | | 2004 | | 2005 | |
|---------------------|------|------|------|------|------|------|
| Total | 283 | 100% | 284 | 100% | 285 | 100% |
| Elementary | 166 | 59% | 167 | 59% | 168 | 59% |
| Middle/Intermediate | 36 | 13% | 35 | 12% | 36 | 13% |
| High | 32 | 11% | 32 | 11% | 33 | 12% |
| Multi-level | 21 | 7% | 21 | 7% | 18 | 6% |
| Charter | 25 | 9% | 26 | 9% | 27 | 9% |
| Special | 3 | 1% | 3 | 1% | 3 | 1% |
| Complex Areas | 15 | | 15 | | 15 | |

| STUDENTS | 2003 | | 2004 | | 2005 | |
|---|---------|------|---------|------|---------|------|
| Official Enrollment Count | | | | | | |
| Total | 182,798 | 100% | 182,434 | 100% | 181,897 | 100% |
| K-6 | 101,375 | 55% | 99,829 | 55% | 99,132 | 54% |
| 7-8 | 28,450 | 16% | 29,036 | 16% | 28,292 | 16% |
| 9-12 | 52,973 | 29% | 53,569 | 29% | 54,473 | 30% |
| Special Education (SPED)* | 20,808 | 11% | 20,469 | 11% | 20,173 | 11% |
| English Second Language Learner (ESLL) | 12,853 | 7% | 13,898 | 8% | 15,423 | 8% |
| Economically Disadvantaged | 82,243 | 45% | 78,977 | 43% | 77,517 | 43% |
| *Excludes Speech only and Hearing-Impaired only categories. | | | | | | |

| STAFF (Full Time Equivalents) | 2003 | 2004 | 2005 |
|--|----------|----------|----------|
| Classroom Teachers | 10,973.4 | 11,128.5 | 11,146.0 |
| Librarians | 281.5 | 282.0 | 291.0 |
| Counselors | 648.5 | 647.5 | 657.0 |
| Administrators | | | |
| School | 509.0 | 504.0 | 505.0 |
| State & Complex Area | 183.4 | 188.4 | 196.4 |
| Other Support Staff | 8,107.1 | 8,361.4 | 7,735.3 |
| Total | 20,702.9 | 21,111.8 | 20,530.7 |
| Source: NCES CCD Agency Report Submitted. IRM CCD coordinator. | | | |

| STATE DEMOGRAPHICS | 2000 Census | 2003 Est | 2004 Est |
|---------------------------------|----------------|----------------|----------------|
| Population | 1,211,537 100% | 1,221,885 100% | 1,227,008 100% |
| Under 5 yrs | 78,163 | 85,240 | 87,095 |
| 5-9 | 84,980 | 79,005 | 76,310 |
| 10-14 | 83,106 | 82,760 | 85,303 |
| 15-19 | 81,002 | 77,638 | 78,706 |
| Median Age, in years | 36.2 | 37.9 | 38.0 |
| Households | | | |
| Total | 403,240 100% | 419,441 100% | 427,673 100% |
| Families | 287,068 | 289,072 | 295,350 |
| Avg. Family Size | 3.4 | 3.5 | 3.5 |
| Income | | | |
| Median Family Income* | \$65,027 | \$62,147 | \$63,813 |
| Per Capita Income* | \$24,513 | \$23,727 | \$24,542 |
| Poverty, Families in** | 7.7% | 7.4% | 7.9% |
| Educational Attainment | | | |
| Percent high school or higher** | 84.6% | 87.8% | 87.2% |
| Percent 4-yr degree or higher** | 26.2% | 28.2% | 29.1% |

Source: U.S. Census Bureau.
*Updated as of December 2005, in 2004 inflation-adjusted dollars.
**Updated as of December 2005.



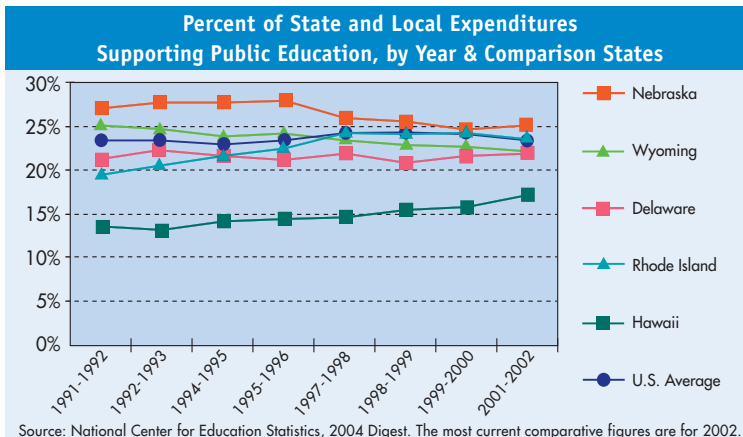
Profiles and Trends

| STATE SCHOOL BUDGET | 2003 | 2004 | 2005 |
|--------------------------------------|------------------|------------------|------------------|
| APPROPRIATED FUNDS (millions) | | | |
| State | | | |
| General | \$1,441.4 | \$1,442.6 | \$1,547.0 |
| Special | 45.7 | 57.1 | 55.7 |
| Trust | 8.2 | 11.7 | 13.2 |
| Federal | 319.5 | 365.0 | 361.0 |
| Total | \$1,814.8 | \$1,876.4 | \$1,976.9 |
| EXPENDITURES (millions) | | | |
| State | | | |
| General | \$1,418.8 | \$1,428.8 | \$1,513.2 |
| Special | 23.7 | 39.8 | 39.3 |
| Trust | 4.6 | 6.9 | 5.7 |
| Federal | 164.2 | 231.6 | 233.1 |
| Total | \$1,611.3 | \$1,707.1 | \$1,791.3 |

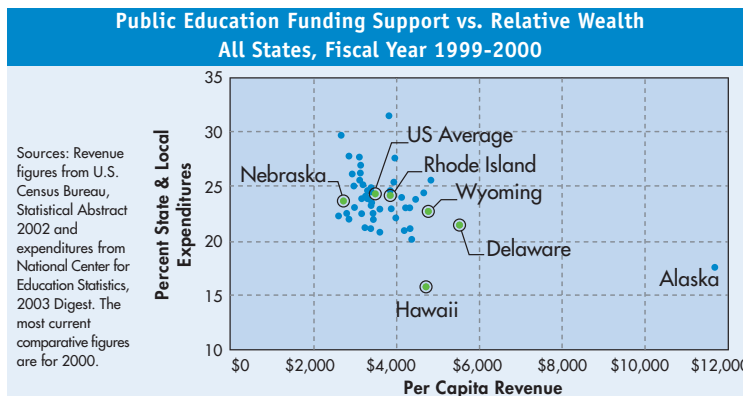
Source: Hawaii State Department of Education, Annual Financial Reports.

| SCHOOL FINANCE: National Perspective | 2000 | 2001 | 2002 |
|---|---------|---------|---------|
| Key Finance Indicators | | | |
| Per pupil expenditures | \$6,530 | \$6,596 | \$7,306 |
| Percent State & local expenditures for public education | 15.7% | -- | 17.4% |
| National Rank | 50th | -- | 50th |
| Relative wealth | | | |
| Per capita, State Revenue | | | |
| National Rank | 3rd | 5th | -- |

Sources: U.S. Census Bureau; National Center for Education Statistics.



Source: National Center for Education Statistics, 2004 Digest. The most current comparative figures are for 2002.



Sources: Revenue figures from U.S. Census Bureau, Statistical Abstract 2002 and expenditures from National Center for Education Statistics, 2003 Digest. The most current comparative figures are for 2000.

Resource Support

Funding and expenditures for Hawaii public education have increased over the past four years, primarily due to a federal court consent decree mandate for state funding of special education services and the federal No Child Left Behind Act.

The School Finance: National Perspective table provides comparable statistics across states for the most current figures available.

Although Hawaii has slowly increased in the percent of state and local expenditures for public education, it continued to rank below comparable states and remains 50th in the nation.

When per capita revenue, an indicator of relative wealth, is plotted against the percent of state and local expenditures for public education for fiscal year 2000, Hawaii clearly stands apart and far below all states.

Progress and Outcomes

| PROGRESS & COMPLETION | 2003 | 2004 | 2005 | | | |
|---|--------------|--------|--------|--------|--------|--------|
| Attendance Rates | | | | | | |
| Elementary | 94.6% | 94.8% | 94.2% | | | |
| Middle/Intermediate | 93.9% | 94.0% | 94.1% | | | |
| High | 91.3% | 91.4% | 91.4% | | | |
| Multi-level | 90.9% | 90.9% | 91.1% | | | |
| Charter | 92.8% | 93.7% | 92.6% | | | |
| Retention Rates | | | | | | |
| Elementary | 1% | 1% | < 0.5% | | | |
| Middle/Intermediate | 2% | 2% | 2% | | | |
| Graduate Rate (on-time) Grades 9 through 12 | 79.8% | 79.8% | 79.5% | | | |
| Dropout Rate Grades 9 through 12 | 14.3% | 15.1% | 14.9% | | | |
| EDUCATIONAL ASSESSMENT | 2003 | 2004 | 2005 | | | |
| HAWAII STATE ASSESSMENT | | | | | | |
| STANDARDS-BASED (Hawaii Content & Performance Standards) (Percent Proficient & Exceeds Proficiency) | | | | | | |
| Reading | | | | | | |
| Grade 3 | 43% | 47% | 52% | | | |
| Grade 5 | 42% | 50% | 56% | | | |
| Grade 8 | 39% | 39% | 37% | | | |
| Grade 10 | 40% | 43% | 43% | | | |
| Mathematics | | | | | | |
| Grade 3 | 24% | 27% | 29% | | | |
| Grade 5 | 20% | 23% | 26% | | | |
| Grade 8 | 17% | 20% | 20% | | | |
| Grade 10 | 17% | 21% | 20% | | | |
| NORM-REFERENCED (Stanford Achievement Test) (Percent Average & Above Average) | | | | | | |
| Reading | | | | | | |
| Grade 3 | 82% | 82% | 82% | | | |
| Grade 5 | 76% | 76% | 78% | | | |
| Grade 8 | 74% | 73% | 74% | | | |
| Grade 10 | 66% | 64% | 64% | | | |
| Mathematics | | | | | | |
| Grade 3 | 84% | 85% | 87% | | | |
| Grade 5 | 80% | 81% | 83% | | | |
| Grade 8 | 73% | 74% | 73% | | | |
| Grade 10 | 69% | 69% | 68% | | | |
| Source: Hawaii State Department of Education, Test Development Section. | | | | | | |
| NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP) | 2000 2002 | 2003 | 2005 | | | |
| (Percent Proficient & Advanced) | | | | | | |
| | Hawaii | Nation | Hawaii | Nation | Hawaii | Nation |
| Reading | | | | | | |
| Grade 4 | 21% | 30% | 21% | 30% | 23% | 30% |
| Grade 8 | 20% | 31% | 22% | 30% | 18% | 29% |
| Mathematics | | | | | | |
| Grade 4 | 14% | 22% | 23% | 31% | 27% | 35% |
| Grade 8 | 16% | 25% | 17% | 27% | 18% | 29% |
| Writing | | | | | | |
| Grade 4 | 22% | 27% | -- | -- | -- | -- |
| Grade 8 | 18% | 30% | -- | -- | -- | -- |
| Source: Hawaii State Department of Education, Test Development Section. | | | | | | |



Profiles and Trends

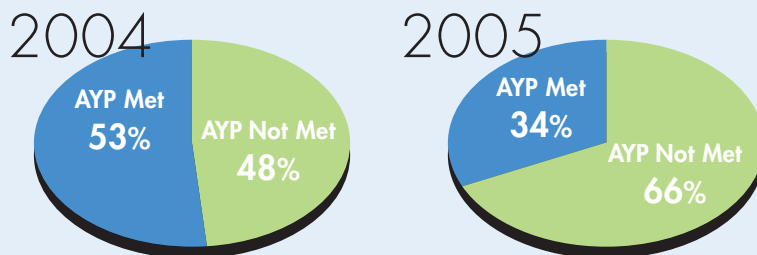
| EDUCATIONAL ACCOUNTABILITY | | | | | | | |
|--------------------------------|-----|------|-----|------|-----|------|--|
| No Child Left Behind (NCLB) | | 2003 | | 2004 | | 2005 | |
| Adequate Yearly Progress (AYP) | | | | | | | |
| All Schools | | | | | | | |
| Met | 109 | 39% | 147 | 53% | 97 | 34% | |
| Not Met | 168 | 61% | 133 | 48% | 185 | 66% | |
| Title I | | | | | | | |
| Met | 42 | 31% | 98 | 48% | 50 | 26% | |
| Not Met | 95 | 69% | 106 | 52% | 146 | 74% | |
| Charters | | | | | | | |
| Met | 11 | 46% | 11 | 44% | 10 | 37% | |
| Not Met | 13 | 54% | 14 | 56% | 17 | 63% | |

| | 2004 | | 2005 | | 2006 | |
|---------------------------------|------|-----|------|-----|------|-----|
| No Sanctions | | | | | | |
| In Good Standing, Unconditional | 86 | 31% | 130 | 46% | 82 | 29% |
| In Good Standing, Pending | 107 | 39% | 12 | 4% | 64 | 23% |
| Totals | 193 | 70% | 142 | 51% | 146 | 52% |
| Sanctions | | | | | | |
| School Improvement Year 1 | 3 | 1% | 75 | 27% | 15 | 5% |
| School Improvement Year 2 | 12 | 4% | 3 | 1% | 65 | 23% |
| Corrective Action | 25 | 9% | 6 | 2% | 2 | 1% |
| Planning for Restructuring | 44 | 16% | 26 | 9% | 13 | 5% |
| Restructuring | 0 | 0% | 28 | 10% | 41 | 15% |
| Totals | 84 | 30% | 138 | 49% | 136 | 48% |

Totals may not be exactly 100% due to rounding.

AYP Determinations, 2004 & 2005

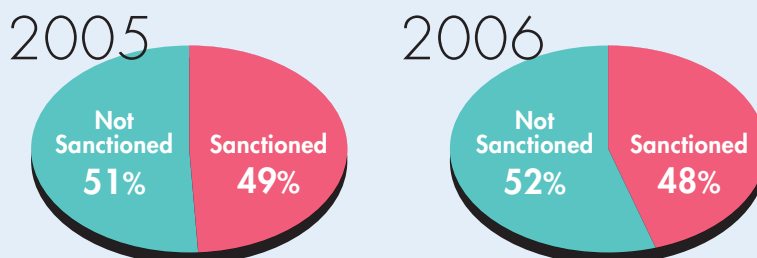
Percent of schools making AYP: **19% Decrease** ▼



Totals may not be exactly 100% due to rounding.

NCLB Sanctions, 2005 & 2006

Percent increase of schools not under sanctions: **1% Increase** ▲



Totals may not be exactly 100% due to rounding.

Source: Hawaii State Department of Education, Evaluation Section.

Note. A school's current NCLB sanction status is determined by its prior year's sanction status and AYP determination. School Year 2006's NCLB sanction status is derived from School Year 2005's data.

Complexes Summary

Students

| STUDENTS | 2005 | Complexes | Economically Disadvantaged | Special Education | ESLL |
|--|----------------|-----------|----------------------------|-----------------------|----------------------|
| | Enrollment | | | | |
| State Overall | 181,897 | | 77,517 43% | 20,942 12% | 15,423 8% |
| HONOLULU: 3 Complex Areas / 6 Complexes | | | | | |
| Farrington | 8,208 | | 68% | 9% | 22% |
| Kaiser | 3,272 | | 10% | 8% | 5% |
| Kaimuki | 5,487 | | 54% | 10% | 22% |
| Kalani | 3,832 | | 15% | 10% | 7% |
| McKinley | 5,039 | | 61% | 9% | 26% |
| Roosevelt | 6,636 | | 29% | 8% | 7% |
| CENTRAL: 2 Complex Areas / 6 Complexes | | | | | |
| Aiea | 4,653 | | 40% | 9% | 9% |
| Moanalua | 4,962 | | 19% | 9% | 6% |
| Radford | 6,839 | | 29% | 11% | 6% |
| Leilehua | 7,167 | | 49% | 15% | 9% |
| Mililani | 7,766 | | 15% | 11% | 2% |
| Waialua | 1,479 | | 55% | 15% | 9% |
| LEEWARD: 2 Complex Areas / 6 Complexes | | | | | |
| Campbell | 7,860 | | 42% | 10% | 10% |
| Kapolei | 6,631 | | 30% | 10% | 4% |
| Waianae | 6,516 | | 72% | 16% | 6% |
| Nanakuli | 2,872 | | 76% | 15% | 4% |
| Pearl City | 6,902 | | 27% | 11% | 5% |
| Waipahu | 8,628 | | 57% | 9% | 20% |
| WINDWARD: 2 Complex Areas / 4 Complexes | | | | | |
| Castle | 5,828 | | 36% | 15% | 3% |
| Kahuku | 3,822 | | 51% | 11% | 6% |
| Kailua | 3,136 | | 49% | 17% | 4% |
| Kalaheo | 4,457 | | 30% | 12% | 3% |
| HAWAII: 3 Complex Areas / 10 Complexes | | | | | |
| Hilo | 4,447 | | 57% | 15% | 6% |
| Laupahoehoe | 234 | | 64% | 17% | 7% |
| Waiakea | 3,742 | | 44% | 11% | 4% |
| Kau | 842 | | 68% | 17% | 21% |
| Kaau | 2,583 | | 73% | 16% | 8% |
| Pahoa | 1,764 | | 77% | 17% | 7% |
| Honokaa | 2,555 | | 47% | 12% | 7% |
| Kealahou | 4,564 | | 46% | 12% | 8% |
| Kohala | 911 | | 48% | 16% | 4% |
| Konawaena | 2,407 | | 52% | 12% | 8% |
| MAUI: 2 Complex Areas / 7 Complexes | | | | | |
| Baldwin | 4,304 | | 30% | 11% | 4% |
| Kekaulike | 4,381 | | 41% | 14% | 2% |
| Maui | 6,986 | | 40% | 11% | 10% |
| Hana | 391 | | 66% | 20% | 0% |
| Lahainaluna | 3,034 | | 28% | 13% | 15% |
| Lanai | 640 | | 26% | 21% | 9% |
| Molokai | 1,002 | | 58% | 18% | 2% |
| KAUAI: 1 Complex Area / 3 Complexes | | | | | |
| Kapaa | 3,322 | | 45% | 13% | 5% |
| Kauai | 3,947 | | 31% | 9% | 5% |
| Waimea | 2,607 | | 46% | 8% | 7% |
| OTHER: | | | | | |
| Public Charter Schools | 5,167 | | 38% | 9% | 3% |
| Hawaii Center for Deaf & Blind | 75 | | 73% | 100% | 0% |

Note. Enrollment reflects official Fall enrollment count. Special Education figures pertain to all special education students, including Speech only and Hearing-Impaired only categories.



Profiles and Trends

Teachers

| TEACHERS 2005 | Complexes | | | | |
|--|---------------------------------|----------------|-------------------------|-----------------|--------------------------|
| | Classroom Teachers (head count) | Fully Licensed | 5+ Years at same School | Advanced Degree | Average Years Experience |
| State Overall | 11,146 | 85% | 52% | 27% | 11.5 |
| HONOLULU: 3 Complex Areas / 6 Complexes | | | | | |
| Farrington | 520 | 88% | 52% | 30% | 12.1 |
| Kaiser | 202 | 91% | 57% | 36% | 11.4 |
| Kaimuki | 364 | 90% | 59% | 30% | 12.9 |
| Kalani | 222 | 90% | 60% | 32% | 13.1 |
| McKinley | 329 | 90% | 58% | 34% | 15.1 |
| Roosevelt | 390 | 90% | 55% | 29% | 12.8 |
| CENTRAL: 2 Complex Areas / 6 Complexes | | | | | |
| Aiea | 274 | 88% | 45% | 27% | 11.9 |
| Moanalua | 291 | 90% | 51% | 31% | 12.9 |
| Radford | 398 | 90% | 54% | 25% | 11.8 |
| Leilehua | 476 | 84% | 52% | 23% | 12.4 |
| Mililani | 445 | 85% | 45% | 28% | 12.7 |
| Waialua | 109 | 89% | 56% | 28% | 12.6 |
| LEEWARD: 2 Complex Areas / 6 Complexes | | | | | |
| Campbell | 462 | 81% | 46% | 19% | 9.6 |
| Kapolei | 368 | 76% | 31% | 22% | 7.9 |
| Waianae | 415 | 72% | 49% | 17% | 8.5 |
| Nanakuli | 183 | 78% | 50% | 20% | 11.4 |
| Pearl City | 429 | 85% | 54% | 21% | 12.5 |
| Waipahu | 523 | 85% | 51% | 23% | 11.4 |
| WINDWARD: 2 Complex Areas / 4 Complexes | | | | | |
| Castle | 385 | 88% | 63% | 29% | 12.5 |
| Kahuku | 254 | 87% | 59% | 17% | 12.0 |
| Kailua | 254 | 82% | 52% | 32% | 10.7 |
| Kalaheo | 286 | 78% | 46% | 31% | 10.7 |
| HAWAII: 3 Complex Areas / 10 Complexes | | | | | |
| Hilo | 301 | 88% | 57% | 29% | 12.3 |
| Laupahoehoe | 28 | 68% | 32% | 29% | 7.6 |
| Waiakea | 220 | 90% | 54% | 30% | 13.3 |
| Kau | 70 | 76% | 34% | 20% | 7.9 |
| Keaau | 189 | 87% | 53% | 35% | 11.8 |
| Pahoa | 123 | 79% | 50% | 28% | 10.7 |
| Honokaa | 166 | 84% | 49% | 30% | 10.9 |
| Kealahou | 276 | 79% | 51% | 30% | 9.4 |
| Kohala | 65 | 91% | 43% | 26% | 13.3 |
| Konawaena | 167 | 80% | 40% | 31% | 11.2 |
| MAUI: 2 Complex Areas / 7 Complexes | | | | | |
| Baldwin | 250 | 86% | 62% | 30% | 13.4 |
| Kekaulike | 271 | 86% | 61% | 31% | 12.7 |
| Maui | 413 | 85% | 55% | 24% | 11.1 |
| Hana | 32 | 81% | 47% | 28% | 9.8 |
| Lahainaluna | 179 | 71% | 44% | 26% | 7.8 |
| Lanai | 48 | 77% | 40% | 29% | 7.0 |
| Molokai | 83 | 75% | 35% | 22% | 9.5 |
| KAUAI: 1 Complex Area / 3 Complexes | | | | | |
| Kapaa | 213 | 89% | 64% | 23% | 12.6 |
| Kauai | 237 | 86% | 57% | 33% | 11.3 |
| Waimea | 175 | 82% | 58% | 21% | 13.4 |
| OTHER: | | | | | |
| Public Charter Schools | 261 | 38% | na | 29% | 7.0 |
| Hawaii Center for Deaf & Blind | 19 | 68% | 53% | 79% | 11.6 |

Assessments - Reading

Hawaii Content and Performance Standards

Standards-based reading proficiency varied considerably across the 42 complexes. For all grades tested, the results ranged from a low of 24% (Nanakuli Complex) to a high of 70% (Kalani Complex). Twelve (29%) of the complexes have 50% or more students overall who scored in the proficient or exceeds proficient range in reading.

| ASSESSMENT | 2005 Complexes | | | | | | | |
|--|-----------------------------------|------|------|------|------|------|-------|-------------------|
| | READING | | | | | | | |
| | Standards Based Assessment (HCPS) | | | | | | | |
| | Percent Proficient and Exceeds | | | | | | | |
| | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Gr 10 | All Tested Grades |
| STATE | 52% | 55% | 56% | 50% | 44% | 37% | 42% | 48% |
| HONOLULU: 3 Complex Areas / 6 Complexes | | | | | | | | |
| Farrington* | 35 | 46 | 45 | 35 | 29 | 26 | 39 | 36 |
| Kaiser | 69 | 73 | 77 | 74 | 65 | 60 | 66 | 69 |
| Kaimuki | 55 | 60 | 63 | 65 | 55 | 45 | 32 | 55 |
| Kalani | 69 | 77 | 72 | 71 | 70 | 73 | 57 | 70 |
| McKinley | 47 | 54 | 49 | 18 | 26 | 23 | 46 | 43 |
| Roosevelt | 67 | 67 | 76 | 61 | 54 | 48 | 56 | 61 |
| CENTRAL: 2 Complex Areas / 6 Complexes | | | | | | | | |
| Aiea | 51 | 64 | 61 | 62 | 46 | 49 | 44 | 55 |
| Moanalua | 57 | 64 | 67 | 62 | 72 | 50 | 63 | 62 |
| Radford | 55 | 65 | 61 | 65 | 54 | 47 | 54 | 58 |
| Leilehua | 52 | 54 | 53 | 39 | 42 | 37 | 45 | 46 |
| Mililani | 63 | 75 | 69 | 62 | 60 | 50 | 65 | 63 |
| Waiialua | 61 | 62 | 55 | 42 | 34 | 22 | 27 | 44 |
| LEEWARD: 2 Complex Areas / 6 Complexes | | | | | | | | |
| Campbell | 46 | 52 | 52 | 49 | 39 | 24 | 36 | 43 |
| Kapolei | 54 | 52 | 56 | 42 | 47 | 42 | 53 | 49 |
| Waianae | 45 | 34 | 35 | 29 | 13 | 14 | 22 | 27 |
| Nanakuli | 35 | 31 | 31 | 34 | 13 | 9 | 13 | 24 |
| Pearl City | 52 | 57 | 67 | 64 | 56 | 42 | 43 | 55 |
| Waipahu | 41 | 43 | 47 | 42 | 38 | 28 | 28 | 39 |
| WINDWARD: 2 Complex Areas / 4 Complexes | | | | | | | | |
| Castle | 57 | 53 | 56 | 55 | 51 | 40 | 32 | 50 |
| Kahuku | 57 | 51 | 61 | 51 | 40 | 32 | 39 | 47 |
| Kailua | 52 | 52 | 53 | 54 | 26 | 31 | 44 | 48 |
| Kalaheo | 61 | 70 | 67 | 63 | 48 | 45 | 46 | 56 |
| HAWAII: 3 Complex Areas / 10 Complexes | | | | | | | | |
| Hilo | 51 | 53 | 52 | 52 | 43 | 39 | 42 | 47 |
| Laupahoehoe | 56 | 52 | 31 | 15 | 19 | 45 | 27 | 36 |
| Waiakea | 50 | 58 | 61 | 48 | 50 | 40 | 45 | 50 |
| Kau | 27 | 21 | 43 | 31 | 42 | 36 | 31 | 33 |
| Keaau | 47 | 45 | 45 | 23 | 28 | 29 | 25 | 34 |
| Pahoa | 45 | 40 | 43 | 33 | 22 | 25 | 33 | 35 |
| Honokaa | 45 | 52 | 51 | 63 | 39 | 50 | 33 | 47 |
| Kealahou | 57 | 56 | 55 | 48 | 40 | 45 | 35 | 48 |
| Kohala | 36 | 43 | 47 | 45 | 35 | 28 | 44 | 40 |
| Konawaena | 54 | 53 | 59 | 51 | 48 | 36 | 42 | 48 |
| MAUI: 2 Complex Areas / 7 Complexes | | | | | | | | |
| Baldwin | 53 | 61 | 53 | 50 | 42 | 38 | 45 | 49 |
| Kekaulike | 63 | 61 | 58 | 48 | 45 | 35 | 37 | 49 |
| Maui | 49 | 52 | 54 | 44 | 41 | 30 | 39 | 45 |
| Hana | 17 | 39 | 45 | 23 | 42 | 32 | 20 | 31 |
| Lahainaluna | 38 | 50 | 50 | 43 | 56 | 43 | 40 | 45 |
| Lanai | 33 | 36 | 39 | 42 | 51 | 32 | 26 | 37 |
| Molokai | 33 | 38 | 22 | 25 | 16 | 16 | 32 | 25 |
| KAUAI: 1 Complex Area / 3 Complexes | | | | | | | | |
| Kapaa | 56 | 46 | 45 | 39 | 41 | 41 | 49 | 45 |
| Kauai | 51 | 56 | 49 | 45 | 39 | 25 | 41 | 43 |
| Waimea | 54 | 48 | 51 | 49 | 54 | 45 | 23 | 46 |
| OTHER: | | | | | | | | |
| Public Charter Schools | 52 | 64 | 56 | 53 | 43 | 37 | 50 | 50 |
| Hawaii Center for Deaf & Blind | na | na | na | na | na | na | na | na |

Source: Hawaii State Department of Education, Test Development Section.
 *Second grade scores for a Farrington Complex elementary school are included in 3rd grade percents.



Profiles and Trends

| ASSESSMENT 2005 | | | Complexes | | | | | |
|---|------|------|-----------|------|------|------|-------|-------------------|
| MATHEMATICS | | | | | | | | |
| Standards Based Assessment (HCPS) | | | | | | | | |
| Percent Proficient and Exceeds | | | | | | | | |
| | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Gr 10 | All Tested Grades |
| STATE | 28% | 29% | 26% | 25% | 23% | 20% | 20% | 24% |
| HONOLULU: 3 Complex Areas / 6 Complexes | | | | | | | | |
| Farrington* | 14 | 26 | 21 | 14 | 8 | 9 | 10 | 14 |
| Kaiser | 51 | 47 | 44 | 46 | 37 | 46 | 34 | 44 |
| Kaimuki | 38 | 36 | 38 | 37 | 31 | 25 | 19 | 33 |
| Kalani | 45 | 59 | 48 | 55 | 54 | 50 | 35 | 50 |
| McKinley | 23 | 31 | 25 | 5 | 11 | 9 | 28 | 23 |
| Roosevelt | 41 | 43 | 47 | 40 | 31 | 31 | 33 | 38 |
| CENTRAL: 2 Complex Areas / 6 Complexes | | | | | | | | |
| Aiea | 32 | 34 | 27 | 33 | 29 | 30 | 18 | 29 |
| Moanalua | 30 | 31 | 35 | 40 | 49 | 28 | 31 | 35 |
| Radford | 26 | 32 | 24 | 33 | 33 | 25 | 22 | 28 |
| Leilehua | 24 | 24 | 19 | 10 | 19 | 13 | 17 | 18 |
| Mililani | 37 | 42 | 34 | 32 | 36 | 28 | 35 | 35 |
| Waiialua | 39 | 24 | 26 | 11 | 10 | 18 | 9 | 20 |
| LEEWARD: 2 Complex Areas / 6 Complexes | | | | | | | | |
| Campbell | 28 | 25 | 24 | 30 | 19 | 10 | 9 | 21 |
| Kapolei | 28 | 23 | 17 | 13 | 14 | 16 | 21 | 19 |
| Waianae | 28 | 11 | 17 | 13 | 9 | 8 | 3 | 13 |
| Nanakuli | 23 | 15 | 15 | 12 | 6 | 6 | 5 | 12 |
| Pearl City | 28 | 37 | 38 | 38 | 33 | 26 | 23 | 32 |
| Waipahu | 19 | 18 | 23 | 22 | 14 | 15 | 12 | 18 |
| WINDWARD: 2 Complex Areas / 4 Complexes | | | | | | | | |
| Castle | 32 | 34 | 25 | 32 | 28 | 29 | 22 | 29 |
| Kahuku | 35 | 26 | 25 | 27 | 22 | 14 | 17 | 23 |
| Kailua | 29 | 29 | 22 | 23 | 9 | 12 | 21 | 23 |
| Kalaheo | 33 | 41 | 24 | 34 | 27 | 24 | 18 | 29 |
| HAWAII: 3 Complex Areas / 10 Complexes | | | | | | | | |
| Hilo | 27 | 25 | 22 | 30 | 19 | 24 | 18 | 24 |
| Laupahoehoe | 18 | 17 | 13 | 8 | 5 | na | na | 8 |
| Waiakea | 28 | 31 | 28 | 25 | 27 | 26 | 27 | 28 |
| Kau | 13 | 11 | 28 | 15 | 7 | 5 | 9 | 13 |
| Keaau | 19 | 15 | 12 | 4 | 14 | 21 | 24 | 15 |
| Pahoa | 25 | 25 | 23 | 21 | 9 | 12 | 22 | 19 |
| Honokaa | 17 | 15 | 18 | 19 | 20 | 23 | 9 | 17 |
| Kealahou | 33 | 20 | 20 | 19 | 22 | 28 | 18 | 23 |
| Kohala | 3 | 13 | 21 | 10 | 10 | 11 | 27 | 14 |
| Konawaena | 29 | 28 | 27 | 23 | 16 | 17 | 23 | 23 |
| MAUI: 2 Complex Areas / 7 Complexes | | | | | | | | |
| Baldwin | 27 | 33 | 22 | 14 | 16 | 16 | 22 | 22 |
| Kekaulike | 37 | 33 | 26 | 21 | 21 | 19 | 17 | 25 |
| Maui | 26 | 25 | 21 | 12 | 12 | 15 | 14 | 18 |
| Hana | 17 | 19 | 31 | 7 | 15 | 16 | 10 | 16 |
| Lahainaluna | 13 | 25 | 16 | 9 | 18 | 14 | 11 | 15 |
| Lanai | 10 | 13 | 13 | 21 | 24 | 4 | 6 | 13 |
| Molokai | 18 | 19 | 11 | 11 | 10 | 13 | 10 | 13 |
| KAUAI: 1 Complex Area / 3 Complexes | | | | | | | | |
| Kapaa | 36 | 19 | 21 | 17 | 21 | 14 | 22 | 21 |
| Kauai | 30 | 24 | 19 | 22 | 26 | 19 | 20 | 23 |
| Waimea | 37 | 31 | 23 | 30 | 47 | 30 | 11 | 29 |
| OTHER: | | | | | | | | |
| Public Charter Schools | 23 | 32 | 20 | 27 | 18 | 15 | 22 | 22 |
| Hawaii Center for Deaf & Blind | | | | | | | | |
| | na | na | na | na | na | na | na | na |
| Source: Hawaii State Department of Education, Test Development Section. | | | | | | | | |

Source: Hawaii State Department of Education, Test Development Section.

*Second grade scores for a Farrington Complex elementary school are included in 3rd grade percents.

Assessments - Mathematics Hawaii Content and Performance Standards

As in standards-based reading, considerable variability is evident across the complexes in mathematics. The proficiency outcomes for all grades tested ranged from a low of 8% (Laupahoehoe Complex) to a high of 50% (Kalani Complex). Kalani was the only complex that had 50% of the total students tested who scored in the proficient or exceeds proficient range in mathematics.

Assessments - Reading Stanford Achievement Test

Norm-reference test outcomes provide a different piece of the puzzle from our standards-based results. Forty-two percent of the complexes (18 of 42) met or exceeded the national norm in reading.

| ASSESSMENT 2005 | | Complexes | | | | | | | |
|--|----|---|------|------|------|------|------|-------|-------------------|
| READING | | Norm Reference Test (Stanford Achievement Test) | | | | | | | |
| | | Percent Average and Above | | | | | | | |
| | | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Gr 10 | All Tested Grades |
| Nat'l Norm | | 77% | 77% | 77% | 77% | 77% | 77% | 77% | 77% |
| STATE | | 82% | 74% | 78% | 81% | 73% | 74% | 64% | 75% |
| HONOLULU: 3 Complex Areas / 6 Complexes | | | | | | | | | |
| Farrington* | 72 | 65 | 69 | 72 | 63 | 58 | 53 | 65 | |
| Kaiser | 93 | 88 | 91 | 90 | 84 | 86 | 82 | 88 | |
| Kaimuki | 83 | 79 | 82 | 85 | 79 | 71 | 52 | 77 | |
| Kalani | 91 | 89 | 88 | 93 | 88 | 92 | 84 | 89 | |
| McKinley | 78 | 75 | 73 | 58 | 60 | 61 | 65 | 70 | |
| Roosevelt | 86 | 82 | 89 | 86 | 78 | 80 | 75 | 83 | |
| CENTRAL: 2 Complex Areas / 6 Complexes | | | | | | | | | |
| Aiea | 81 | 76 | 78 | 86 | 76 | 78 | 60 | 77 | |
| Moanalua | 82 | 83 | 82 | 86 | 87 | 79 | 75 | 82 | |
| Radford | 86 | 82 | 85 | 89 | 80 | 81 | 70 | 83 | |
| Leilehua | 80 | 72 | 76 | 80 | 76 | 74 | 61 | 75 | |
| Mililani | 89 | 86 | 86 | 88 | 82 | 86 | 82 | 85 | |
| Waialua | 87 | 80 | 80 | 81 | 73 | 77 | 58 | 77 | |
| LEEWARD: 2 Complex Areas / 6 Complexes | | | | | | | | | |
| Campbell | 83 | 70 | 74 | 80 | 70 | 69 | 59 | 73 | |
| Kapolei | 85 | 73 | 78 | 85 | 76 | 78 | 68 | 78 | |
| Waianae | 76 | 52 | 60 | 64 | -- | -- | 49 | 61 | |
| Nanakuli | 62 | 50 | 59 | 66 | 41 | 39 | 46 | 53 | |
| Pearl City | 85 | 77 | 84 | 86 | 78 | 76 | 72 | 80 | |
| Waipahu | 76 | 66 | 71 | 76 | 68 | 61 | 50 | 68 | |
| WINDWARD: 2 Complex Areas / 4 Complexes | | | | | | | | | |
| Castle | 87 | 73 | 81 | 82 | 77 | 79 | 65 | 78 | |
| Kahuku | 85 | 70 | 82 | 86 | 76 | 75 | 71 | 78 | |
| Kailua | 82 | 71 | 76 | 81 | 62 | 75 | 68 | 75 | |
| Kalaheo | 87 | 85 | 87 | 89 | 82 | 82 | 72 | 83 | |
| HAWAII: 3 Complex Areas / 10 Complexes | | | | | | | | | |
| Hilo | 81 | 67 | 75 | 81 | 71 | 79 | 56 | 73 | |
| Laupahoehoe | 89 | 52 | 56 | 69 | 33 | 70 | 42 | 57 | |
| Waiakea | 75 | 73 | 80 | 84 | 78 | 79 | 69 | 77 | |
| Kau | 69 | 46 | 60 | 61 | 67 | 73 | 50 | 61 | |
| Keaau | 79 | 70 | 72 | 65 | 66 | 71 | 45 | 67 | |
| Pahoa | 81 | 57 | 70 | 62 | 45 | 61 | 59 | 62 | |
| Honokaa | 79 | 68 | 76 | 83 | 61 | 78 | 56 | 72 | |
| Kealahou | 86 | 77 | 81 | 84 | 71 | 80 | 63 | 77 | |
| Kohala | 77 | 75 | 80 | 76 | 62 | 68 | 63 | 72 | |
| Konawaena | 77 | 73 | 88 | 80 | 68 | 79 | 61 | 74 | |
| MAUI: 2 Complex Areas / 7 Complexes | | | | | | | | | |
| Baldwin | 86 | 80 | 76 | 81 | 78 | 75 | 66 | 77 | |
| Kekaulike | 87 | 79 | 84 | 82 | 77 | 78 | 68 | 79 | |
| Maui | 83 | 76 | 79 | 73 | 68 | 67 | 59 | 73 | |
| Hana | 58 | 65 | 69 | 58 | 75 | 86 | 49 | 66 | |
| Lahainaluna | 81 | 72 | 80 | 84 | 75 | 75 | 55 | 74 | |
| Lanai | 68 | 64 | 71 | 77 | 82 | 76 | 46 | 69 | |
| Molokai | 70 | 51 | 56 | 52 | 53 | 61 | 56 | 58 | |
| KAUAI: 1 Complex Area / 3 Complexes | | | | | | | | | |
| Kapaa | 83 | 65 | 75 | 79 | 71 | 67 | 73 | 74 | |
| Kauai | 80 | 77 | 81 | 77 | 69 | 77 | 72 | 76 | |
| Waimea | 84 | 68 | 76 | 79 | 70 | 66 | 52 | 71 | |
| OTHER: | | | | | | | | | |
| Public Charter Schools | 79 | 78 | 81 | 83 | 70 | 74 | 68 | 77 | |
| Hawaii Center for Deaf & Blind | na | na | na | 75 | na | na | na | 7 | |

Source: Hawaii State Department of Education, Test Development Section.
*There are no SAT scores for one Farrington Complex elementary school.



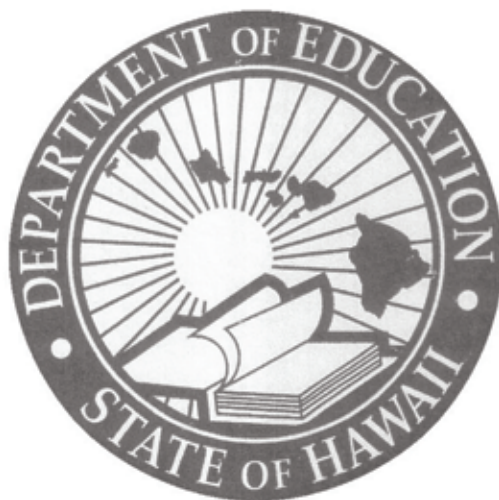
Profiles and Trends

| ASSESSMENT 2005 | | Complexes | | | | | | |
|--|------|---|------|------|------|------|-------|-------------------|
| MATHEMATICS | | Norm Reference Test (Stanford Achievement Test) | | | | | | |
| | | Percent Average and Above | | | | | | |
| | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Gr 10 | All Tested Grades |
| Nat'l Norm | 77% | 77% | 77% | 77% | 77% | 77% | 77% | 77% |
| STATE | 87% | 84% | 83% | 83% | 75% | 73% | 68% | 79% |
| HONOLULU: 3 Complex Areas / 6 Complexes | | | | | | | | |
| Farrington* | 78 | 80 | 77 | 77 | 66 | 67 | 58 | 72 |
| Kaiser | 93 | 93 | 96 | 92 | 87 | 90 | 80 | 90 |
| Kaimuki | 87 | 87 | 88 | 87 | 81 | 75 | 64 | 82 |
| Kalani | 93 | 95 | 92 | 95 | 92 | 91 | 86 | 92 |
| McKinley | 83 | 82 | 80 | 59 | 60 | 53 | 81 | 76 |
| Roosevelt | 90 | 91 | 89 | 91 | 82 | 85 | 79 | 87 |
| CENTRAL: 2 Complex Areas / 6 Complexes | | | | | | | | |
| Aiea | 88 | 86 | 85 | 93 | 82 | -- | 76 | 88 |
| Moanalua | 88 | 92 | 92 | 91 | 89 | 83 | 80 | 87 |
| Radford | 92 | 91 | 87 | 93 | 82 | 80 | 79 | 87 |
| Leilehua | 86 | 80 | 82 | 79 | 78 | 67 | 66 | 78 |
| Mililani | 92 | 93 | 90 | 89 | 77 | 80 | 81 | 86 |
| Waiialua | 93 | 85 | 90 | 85 | 81 | 72 | 67 | 82 |
| LEEWARD: 2 Complex Areas / 6 Complexes | | | | | | | | |
| Campbell | 90 | 83 | 84 | 86 | 74 | 70 | 58 | 79 |
| Kapolei | 88 | 85 | 80 | 80 | 74 | 69 | 73 | 78 |
| Waianae | 79 | 67 | 68 | 67 | 67 | 64 | 58 | 67 |
| Nanakuli | 74 | 66 | 73 | 75 | 59 | 58 | 60 | 68 |
| Pearl City | 88 | 85 | 90 | 86 | 85 | 76 | 77 | 84 |
| Waipahu | 83 | 79 | 80 | 80 | 73 | 65 | 61 | 75 |
| WINDWARD: 2 Complex Areas / 4 Complexes | | | | | | | | |
| Castle | 92 | 86 | 87 | 91 | 78 | 77 | 73 | 84 |
| Kahuku | 90 | 87 | 86 | 86 | 77 | 75 | 70 | 81 |
| Kailua | 90 | 84 | 85 | 84 | 77 | 73 | 78 | 83 |
| Kalaheo | 93 | 91 | 87 | 90 | 84 | 81 | 72 | 85 |
| HAWAII: 3 Complex Areas / 10 Complexes | | | | | | | | |
| Hilo | 87 | 76 | 79 | 81 | 74 | 88 | 70 | 79 |
| Laupahoehoe | 83 | 67 | 75 | 69 | 73 | 65 | 50 | 68 |
| Waiakea | 87 | 84 | 86 | 87 | 78 | 75 | 68 | 80 |
| Kau | 76 | 59 | 84 | 59 | 57 | 54 | 55 | 63 |
| Keaau | 85 | 71 | 66 | 59 | 70 | 74 | 58 | 69 |
| Pahoa | 84 | 76 | 70 | 69 | 55 | 60 | 76 | 70 |
| Honokaa | 81 | 79 | 74 | 80 | 70 | 73 | 61 | 75 |
| Kealahou | 90 | 83 | 87 | 82 | 80 | 82 | 68 | 82 |
| Kohala | 77 | 87 | 85 | 82 | 74 | 67 | 70 | 77 |
| Konawaena | 85 | 86 | 84 | 77 | 69 | 67 | 58 | 74 |
| MAUI: 2 Complex Areas / 7 Complexes | | | | | | | | |
| Baldwin | 90 | 93 | 84 | 82 | 77 | 70 | 68 | 80 |
| Kekaulike | 94 | 87 | 83 | 83 | 70 | 78 | 63 | 80 |
| Maui | 90 | 86 | 86 | 78 | 72 | 68 | 68 | 79 |
| Hana | 71 | 81 | 76 | 77 | 54 | 77 | 55 | 70 |
| Lahainaluna | 83 | 79 | 85 | 73 | 76 | 67 | 57 | 74 |
| Lanai | 85 | 86 | 71 | 79 | 82 | 78 | 52 | 76 |
| Molokai | 87 | 74 | 71 | 84 | 64 | 75 | 62 | 72 |
| KAUAI: 1 Complex Area / 3 Complexes | | | | | | | | |
| Kapaa | 89 | 80 | 82 | 83 | 78 | 70 | 74 | 79 |
| Kauai | 88 | 90 | 84 | 86 | 82 | 81 | 75 | 83 |
| Waimea | 92 | 88 | 83 | 88 | 81 | 80 | 54 | 81 |
| OTHER: | | | | | | | | |
| Public Charter Schools | 84 | 88 | 83 | 84 | 72 | 69 | 66 | 78 |
| Hawaii Center for Deaf & Blind | 33 | 20 | 22 | 50 | 33 | 80 | 50 | 38 |

Source: Hawaii State Department of Education, Test Development Section.
 *There are no SAT scores for one Farrington Complex elementary school.

Assessments - Mathematics Stanford Achievement Test

In mathematics, the total SAT scores for the complexes show that 62% (26 of 42) of the complexes met or exceeded the national norm for average and above.





Hawaii State Board of Education



From left to right, Board Members Darwin Ching, Lei Ahu Isa, and Cec Heftel; Board First Vice Chairperson Karen Knudsen; Board Members Breene Harimoto, Shirley Robinson, and Denise Matsumoto; Board Student Member Darren Ibara; Board Members Paul Vierling, Maggie Cox, and Mary Cochran; Board Chairperson Randall Yee; Board Second Vice Chairperson Herbert Watanabe; and Board Member Garrett Toguchi.



Hawaii State Board of Education Mission and Vision for Hawaii's Public Schools

Mission

The mission of the Hawaii State Board of Education is to promote excellence and equity in Hawaii's public schools and enable all students to meet their own unique and varied potentials.

Vision

Hawaii's public schools are institutions of learning that parents want their children to attend and students want to attend. All schools, regardless of size, are safe, nurturing learning communities where members work together and all students achieve high academic standards and become contributing members of society.



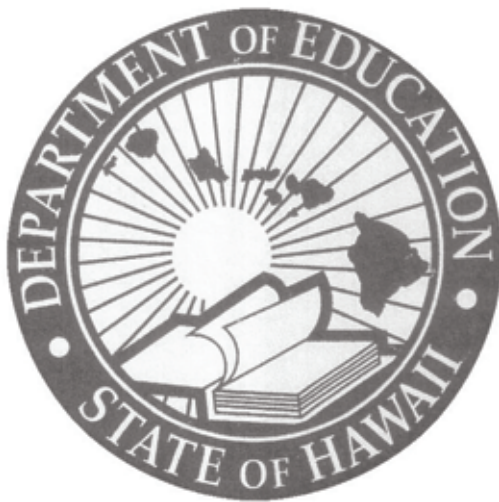
Hawaii State Board of Education

Hawaii State Board of Education Goals for Hawaii's Public Schools

Goals

The Board of Education, through effective Board leadership, will:

1. Adopt policies and provide direction to effectively acquire and use human and financial resources to improve student performance, ensure the safety and well-being of students, and foster their ongoing development as responsible citizens.
2. Ensure the development and use of educational programs and practices that have been proven to improve student performance and meet student needs.
3. Establish key partnerships and maintain clear communication with school-communities to build support for public schools.
4. Adopt policies, acquire resources, and garner public support to ensure that Hawaii has a sufficient number of public school facilities, that those facilities are well-maintained, and that they are of sufficient quality to enhance student learning.
5. Ensure that the public school system recruits and retains highly qualified personnel.
6. Adopt policies and advocate for sufficient financial and human resources to ensure that all public schools are safe and secure learning and working environments.
7. Ensure an appropriate array of educational programs to address the diverse academic, emotional, physical, and social needs of students.
8. Ensure the implementation of culturally-appropriate programs, practices, policies, and procedures to enhance the educational opportunities offered to Native Hawaiian students.





APPENDICES

Appendix A. Glossary

Appendix B. References and Resources

Appendix C. Data Tables - Online Access



Appendix A. Glossary

This glossary explains the educational and fiscal terms and measures contained in the 2005 Superintendent's 16th Annual Report. An "na" stands for "not appropriate" or "not reportable," while a "-" stands for missing or unavailable data. Due to rounding of percentages, there may be slight differences between published reports. For example, 9.6% may be reported as 10% for the same measure in different reports.

Adequate Yearly Progress (AYP): This is the minimum standard for improvement that all schools must achieve each year according to the federal *No Child Left Behind* accountability requirements. To meet AYP, all students and all student subgroups (i.e., Special Education, English Second Language Learner, Economically Disadvantaged, and five ethnic groups) must achieve a certain level of participation and proficiency on the State reading and mathematics tests. In addition, schools must meet either on-time graduation rate for high schools or must not exceed a retention rate for elementary and middle/intermediate schools. If a school meets the minimum standard for all 37 indicators, it has "Met" AYP. If a school fails to meet one (or more) of the 37 indicators, it has "Not Met" AYP.

Administrators, School: This is a Full Time Equivalent (FTE) count of all principals and vice-principals.

Administrators, State and Complex Area: The FTE count is the sum of positions that have responsibility for the administrative support of programs, curriculum, and state or federal legal requirements. These FTE position counts include complex areas superintendents, evaluation specialists, facilities planners, personnel specialists, test development specialists, budget specialists, information (data) specialists, state and district curriculum/educational specialists, safety/security program specialists, to list a few.

Appropriated Funds: Funds determined by the state legislature, and enacted by the governor, to provide basic support for the Hawaii Department of Education to operate a statewide school district.

Attendance Rate: The percent of the official student enrollment attending school every day during the school year. For example, 95% means that on any given day during the past school year, 95% of the students are in school on the average.

Average Years Experience: This is a simple average of the number of years of approved teaching experience.

Charter Schools: Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs, and others. They were established by State legislation and are directly responsible to the Hawaii Board of Education, which monitors their quality and effectiveness, but allows them to operate outside the traditional system of public schools.

Classroom Teachers, FTE or Headcount: A Full Time Equivalent (FTE) position count is comprised of all teachers who are directly teaching students. Unlike FTE, headcount is a simple count of the number of teachers who are directly teaching students.



Complex Areas: These are administrative units made up of two or more complexes.

Complex: This smaller division within a Complex Area consists of a comprehensive high school and middle/intermediate and elementary schools within its attendance boundary.

Demographics, State: Figures reported by the U.S. Census Bureau for 2003 are estimates and are updated periodically. The 2003 estimates in this report were updated in 2005. For an explanation of terms, definitions, and criteria used for classification, please go to the US government website for the census: www.census.gov or www.proximity.com

Dropout Rate: This four-year dropout rate is the percent of high school students who have not returned to school and have either officially exited as “drop-outs” or whose school enrollment statuses are undetermined.

Economically Disadvantaged: These are students whose families meet the income qualifications for the federal free/reduced-cost lunch program. Note that this is an indicator of school-community poverty.

English Second Language Learners (ESLL): These students are certified as receiving English-as-a-second-language services. Note that in school year 2003-04 a new reporting system for ESLL began resulting in figures that are non-comparable to past years’ figures.

Enrollment Count, Official: The official enrollment count of each school is reported to the State upon the yearly opening of school. A school’s enrollment may fluctuate over the course of the school year, so that an enrollment count taken mid-year may be different from its official enrollment count. “Speech and Hearing-Impaired only” special education students are excluded from the Special Education student count in the official enrollment report.

Federal Funds: Funds provided by the federal government for use by the state public school system, through grants from various federal agencies, such as the U.S. Department of Education; U.S. Department of Defense; and U.S. Department of Agriculture.

4-Year College Plans: Percent of the total number of students who returned their Senior Exit Plans surveys who plan to attend a 4-year college on either a full- or part-time basis.

5+ Years Same School: Percent of teachers who have taught at one school for five or more years. It is an indicator of school staffing stability.

Fully Licensed: Teachers who meet requirements (e.g., completed at least a bachelor’s degree and an approved teacher training program) to be fully licensed by the Hawaii State Teachers Standards Board.

Full-Time Equivalent (FTE): These are position counts and not “head counts,” and are the sum of full- and part-time positions. Note that fractions are possible. For example, one full-time (1.0 FTE) and one half-time (0.5 FTE) sum to 1.5 FTEs.



General Funds: The primary source of funding for the state public school system, provided by the state through taxpayer revenues.

Graduation, Graduation Rate, Graduate On Time, Four-Year Graduation: Count or percent of all high school students, including public charter school students, who had completed high school within four years of their 9th grade entry date. Special Education students receiving certificates of completion and students requiring five or more years to complete high school are not included.

National Assessment of Educational Progress (NAEP): This refers to federal tests in reading, mathematics, and writing developed and given by the United States Department of Education (USDOE) to a sample of students in grades 4 and 8 in participating states. USDOE reports only state results, not school or student level results. The NAEP proficiency categories are different from Hawaii's standards-based proficiency categories.

NCLB Sanctions: Mandates imposed on schools "in sanction" status by *No Child Left Behind* guidelines. The sanctions are increasingly stringent the longer a school stays in sanction status. Initial sanctions include school choice and supplemental services.

No Child Left Behind (NCLB): This law, enacted in 2001, is a reauthorization of the *Elementary and Secondary Education Act*, and consists of many Title programs (e.g., Title I, Title IV, etc.) each with its own funding and reporting requirements. The Act specifies school and state accountability mandates and reporting requirements for Title I funds, and requires that all schools in a state must be subject to the same accountability system.

No Sanctions: Schools whose NCLB status for the coming year is either "In Good Standing, Unconditional" or "In Good Standing, Pending." If a school meets all 37 AYP indicators for two consecutive years or if a school in good standing has not met AYP for one year, then it is given "no sanctions" by the State.

Norm-Referenced Test, Stanford Achievement Test: Stanford Achievement Test (SAT) is a norm-referenced test that shows how well students' test scores compare to those of a nationally selected group of students (called the "norm group"). For the SAT norm group, 77% always score "average and above average."

Not Suspended, Students: The number of students who are not suspended by the school and therefore an indicator of appropriate student behavior at school.

Perceptions of Safety and Well-Being, Student and Teacher: Positive responses to a set of items on the DOE's biennial School Quality Survey (SQS) regarding school safety and well-being. The percent positive responses are reported.



Per Pupil Expenditure: The numbers reported from National Center of Education Statistics (NCES) may be used for state to state comparisons. Numbers are based on membership and can be expected to be smaller than per pupil expenditures based on average daily attendance. Current expenditures for public elementary and secondary education in a state is divided by the student membership. Current expenditures are funds spent for operating local public schools and local education agencies, including such operating expenses as salaries for school personnel, student transportation, school books and materials, and energy costs, but excluding capital outlay and interest on school debt.

Persistently Dangerous School: This term is based on NCLB Title IV program regulations that take into account school size, number of school years, length of suspensions, and number of suspensions for certain offenses. These offenses are assault, possession or use of dangerous weapons or firearms, use of dangerous instruments, murder, robbery, sexual assault and terroristic threatening.

Private Schools: Privately operated schools not under the direction of the Hawaii Department of Education.

Relative Wealth, Per Capita Revenue: The per capita revenue is reported by the U.S. Census Bureau as a result of their Annual Survey of Government Finances 2000, a survey completed by all states. Per capita amounts are based on population figures as of April 1, 2000, and are computed on the basis of amounts rounded to the nearest thousand figures obtained also from the U.S. Census Bureau.

Retention Rates:

Elementary: Percent of students, excluding kindergartners, who are not promoted to the next grade level. A low retention rate is desired.

Middle & Intermediate: Percent of 8th grade students who are not promoted to 9th grade the following year. A low retention rate is desired.

Sanctions: If a school fails to meet AYP for two consecutive years, it receives the sanction associated with NCLB status of School Improvement Year 1. If it continues to not meet AYP, it receives progressively greater sanctions associated with each NCLB status of School Improvement Year 2, Corrective Action, Planning for Restructuring, and Restructuring.

Schools, Total: The total number is the sum of all public schools. All regular public schools, public charter schools, and special schools are in this count. Adult Community Schools are not counted.

Special Education (SPED): This count and percent contain all special education students listed on the official enrollment report as receiving special education services and includes special education students with a "Speech and Hearing-Impaired only" condition.



Special Funds: Funds generated through revenue sources other than state taxpayer revenues, such as cafeteria collections from students; adult education tuition/fees; summer school tuition; driver education fees; facility rental fees; and lost textbook penalty fees.

Special Needs, Multiple: Students identified and/or qualified as special needs under more than one of the following categories: economically disadvantaged as determined by receiving free/reduced cost lunch, section 504 classification, and certified as receiving special education or English Second Language services.

Standard-based Assessment, Hawaii Content and Performance Standards: These tests measure student achievement in reading and mathematics based on Hawaii content standards. The percents shown are assessment results, not *No Child Left Behind* (NCLB) accountability results. “*Percent Proficient & Exceeds Proficiency*” are test score categories determined by the number of points correct on the test and are statistically converted to scaled scores.

State and Local Expenditures Supporting Public Education, Percent: This percentage is published by the National Center of Education Statistics (NCES), U.S. Department of Education in their Educational Digest 2004 publication. The percentage is calculated by dividing the states’ “Total, all general expenditures per capita” by the states’ “Elementary and secondary education expenditures” per capita. The Total, all general expenditures per capita includes state and local government expenditures for education services, social services, and income maintenance, transportation, public safety, environment and housing, governmental administration, interest on general debt, and other general expenditures, including intergovernmental expenditure to the federal government, as reported by the State’s NCES Common Core of Data Financial Survey.

Support Staff, Other: This is a Full-Time Equivalent count that encompasses a wide range of positions that support schools, such as school assessment liaisons, athletic directors, registrars, state and district resource teachers, school psychologists, custodians, cafeteria workers, school secretaries, school security guards, educational assistants, occupational therapists, mental health assistants, behavioral specialists, student service coordinators, to name a few. Note that assignment of positions to categories is based on USDOE National Center for Education Statistics, Common Core of Data, Non-Fiscal Survey requirements.

Title I: A school is designated as a “Title I” school and receives supplemental federal funding under NCLB if its student population meets a specified poverty rate. Title I schools are obligated to follow federal requirements regarding Title I funds.

Trust Funds: Funds segregated for specific purposes, such as foundation grants, and athletic gate receipts.



Appendix B. References and Resources

For more information and online access, please go to the internet address listed below each report.



Educational and Accountability Reports

No Child Left Behind (NCLB)

These annual school reports include Adequate Yearly Progress (AYP) results; NCLB school status; student performance results on the statewide assessments; graduation or retention rates; and teacher qualification information.

<http://arch.k12.hi.us>

School Status and Improvement Report (SSIR)

Each SSIR has a description of the school and its setting, a summary of progress in implementing Hawaii standards, and information on school resources and educational outcomes.

<http://arch.k12.hi.us>

Trend Report: Educational & Fiscal Accountability

The annual report contains three years of trend data on schools, school complexes, and system performance at selected benchmark grade levels with performance indicators in areas relating to student achievement, safety and well-being, and civic responsibility. These reports are designed to present trend data information to the public in a concise two-page format for each complex and school.

<http://arch.k12.hi.us>

School Quality Survey (SQS)

The biennial survey gathers teacher, student and parent perceptions that are useful to schools in developing their school improvement plans for accreditation and standards implementation. The SQS also provides information about parent involvement and parent and student satisfaction with their schools.

<http://arch.k12.hi.us>



Hawaii Opinion Poll on Public Education (HOPPE)

The biennial opinion poll of Hawaii residents provides insights into how Hawaii's public schools are perceived and what may be done to improve public education.

<http://arch.k12.hi.us>

Senior Exit Plans Survey (SEPS)

This annual survey of high school seniors gathers information on their post-secondary education and/or career plans.

<http://arch.k12.hi.us>

Enrollment

The reports have student enrollment figures by districts, state and grade-level groups.

<http://doe.k12.hi.us/reports/enrollment.htm>

High School Completer Statistics

This annual report has state level comparisons by year of high school completer rates.

<http://doe.k12.hi.us/reports/highschoolcompleter.htm>

Hawaii State and School Readiness Assessment

These school and state reports produced in partnership with Good Beginnings Alliance and Kamehameha Schools provide information on the entering skills and characteristics of kindergarten children that contribute to successful early learning experiences and on the readiness of schools to support these young children's learning.

<http://arch.k12.hi.us>



Financial Reports

Allocations by School Program

These annual reports contain dollar amounts allocated by Allocation Number, Program, or Organization.

<http://doe.k12.hi.us/reports/allocations.htm>



Annual Financial Reports

Annual Financial Reports are prepared each year to inform interested persons of the total cost of public education in the State of Hawaii. The reports provide both Operating and Capital Improvement Project fund information that is useful in presenting our educational system financing, expenditures and per pupil information.

<http://doe.k12.hi.us/reports/financialreports.htm>

Audit

The annual report on the financial audit of the Department of Education forms an opinion on the fairness of the presentation of the Department of Education's financial statements to comply with requirements for state and local governments that receive federal financial assistance.

<http://doe.k12.hi.us/reports.htm>

Budget

These reports have fiscal information on budget restrictions, operating budget allocations (initial and supplemental), emergency appropriations, and Biennium Budgets.

<http://doe.k12.hi.us/reports/budget.htm>

Expenditures by School

Annual reports of the Hawaii Expenditure Reporting System.

<http://doe.k12.hi.us/reports/expenditures.htm>



Special Education Reports

Due Process Hearings Findings

The findings of due process hearings are provided for public information.

<http://doe.k12.hi.us/reports/specialeducation/dueprocess/index.htm>



Integrated Performance Monitoring Report (Felix)

These pages contain the Quarterly Integrated Performance Monitoring Reports. The Integrated Performance Monitoring Reports contain information regarding the infrastructure and system performance for the Department of Education and the Department of Health as it relates to the quality and availability of supports and services for those students with educational and mental or behavioral health needs that impact their opportunity to benefit from public education. The school by school data is prepared in accordance with the Stipulation for Step-Down Plan and Termination of the Revised Consent Decree entered in the Felix Consent Decree.

<http://165.248.6.166/data/felix/index.htm>



Legislative Reports

Reports to Legislature, 2006

These are reports on the bills and resolutions passed in the 2005, Regular Session, Hawaii State Legislature.

<http://doe.k12.hi.us/reports/tolegislature/index.htm>



Other Resources

Proximity

This resource link, provided courtesy of Proximity, provides access to 2000 Decennial Census information available at the high school complex level for 42 complexes throughout the State of Hawaii. Follow the instructions on how to select tables and complexes to produce sample profiles. The DPA software to produce the higher quality Excel reports is an option and is not required to view and print the results.

<http://proximityone.com/hidmi2.htm>

Center on the Family

This resource provides access to research reports, informational articles, videos, brochures, and other materials designed to support and strengthen families in Hawaii. The Center on the Family at the University of Hawaii-Manoa also issues an annual report on a core set of indicators reflecting overall well-being of Hawaii families.

<http://uhfamily.hawaii.edu>



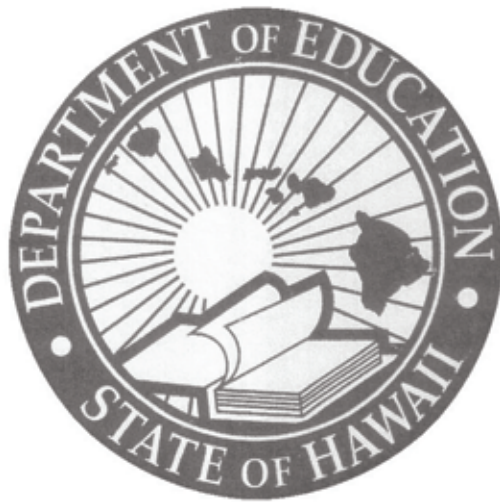
Appendix C. Data Tables-Online

Data tables are available online at:

<http://arch.k12.hi.us/system/suptreport/2005.html>

Data Tables

1. Enrollment in Hawaii Public and Private Schools
2. Enrollment by District
3. Special Needs Affecting Public School Students in Hawaii
4. Average Attendance Rates by School Type
5. Estimated Cohort Dropout Rates
6. Ethnicity of Students and Teachers
7. Hawaii Content and Performance Standards Assessments
8. Stanford Achievement Test 2003, 2004, and 2005
9. Chapter 19 Charges Categorized by Type of Incident
10. Administrative Staff as a Proportion of Total Staff-Hawaii and Comparison States
11. Expenditures per Pupil, Hawaii and Comparison States
12. Hawaii and States with Similar Financial Resources
13. Percentage of State and Local Revenue Expended on Public Education: Hawaii and Comparison States
14. Percentage of State and Local Expenditures Expended by Public Education vs. Per Pupil Expenditures





The Department of Education extends its
appreciation to Kapolei High School for its
assistance in helping design
the Superintendent's 16th Annual Report.

Alvin Nagasako
Principal

Daryl Madela
Teacher, Graphics Media Academy



Jenna Caparoso



Michael Hipolito



Taryn Lau



Sherry Mantalaba

Kapolei High School Class of 2006

